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REVIEW OF THE FIFTEENTH ANNUAL REPORT OF
THE SECRETARY OF THE BOARD OF EDUCA-
TION, IT BEING THE THIRD OF THE
PRESENT SECRETARY.—1851.

[Continued from No. 8, page 118.]

The next thing attempted in the Report is a description of what a Primary School ought to be. The theory of the Secretary is pretty fair, as far as it goes, but it is not stated in such a practical way, in such a familiar manner, with such authority, arising not so much from office as from personal experience in elementary instruction, as will compel teachers and committees to take notice and act accordingly. We believe that the same ideas have been expressed by the former Secretary in previous Reports, and expressed with more force than now, and yet the improvements recommended have not been tried in the schools, and will not be, until the Board of Education put their shoulders to the work by *qualifying the teachers that issue from their Normal Schools* to teach as they direct, and then persuading the committees in certain model towns, to allow the teachers to introduce the improved method. It is a notorious fact, that the graduates of our Normal Schools are not fitted to carry out the plans of the Secretary, and,

if they were, the requirements of the statutes and the regulations of School Committees present an almost insuperable obstacle to improvement. For instance, the Secretary proposes that the sessions of the lowest class in Primary Schools shall continue only one and a half or two hours, and where this can not be done, and it is no where done, he proposes that an assistant teacher, or *advanced pupil* should lead the class out of school and teach them to observe what is around them. This would be infinitely better than to keep the little things cooped up in unventilated rooms, even if they were constantly employed, which is never the case. But does not the Secretary know, that, not one Primary School in a hundred has an "assistant teacher," and the use of an "advanced pupil" is the use of a *monitor*, and the monitorial system is among the abominable things that the Board hates, because they evidently have no practical and personal acquaintance with it.

If the teacher can not keep the lower classes fully, and usefully, and healthfully employed all the time in the school room, it would be far better to turn them into the yard, and let them play under the guidance of an older scholar, but the little ones may all be taught useful knowledge in the school room, as we have repeatedly demonstrated. There can be no doubt that instruction in regard to common things, the world around them, would be more useful and more agreeable to children than much that is taught them in our schools, and the true teacher will contrive to give such instruction, whether it is laid down in the regulations or not. Much is said about unpunctuality at the opening of school, but, if the teacher would take the trouble, every morning and afternoon, the first thing after school opens, to exhibit some natural object to the whole school, and give a general lesson upon it, we believe the lesson would increase the punctuality of the scholars, and, of course, the prosperity of the school. The preparation of such a lesson would do the teacher as much good as any thing in which he could engage, and it would not be long before he and the children would begin to acquire that habit of observation, which is so important to the acquisition of knowledge, and will enable them to see "books in the running brooks, sermons in stones, and *God* in every thing." Let us suggest a lesson or two by way of example.

1. Suppose the teacher should tell each and every pupil to bring to school the most curious stone he can find. The probability is, that, the next day, his desk would be covered with stones. Let each child, before presenting the stone he brought, say aloud why he thought it curious. Let the teacher receive with respect all that are brought, that no child's feelings may be hurt, and no one discouraged from bringing again. This will occupy as much

time, probably, as can be allotted to the exercise. Let the teacher then promise to say something about the stones next day.

2. At the next session, he may say, "My pupils, the stones that have been exposed to the action of the weather are generally so changed that it is necessary to break them to show their true structure. The best way to break a stone is to hold it in the left hand and give it a smart blow, quick rather than hard, with a hammer." This should be done before the whole school, and the stone passed round that the fresh fracture may be compared with the weather-worn exterior. The examination of several such specimens, thus broken, will probably occupy the time allotted to the lesson. Caution the children, when breaking stones with their tender hands, to wear a thick glove or hold some grass, cloth, or cotton in the left hand, under the stone, to break the force of the blow. One or two of the largest pupils may be allowed to try to break a stone.

3. At the next lesson, the teacher may say a word about the general characteristics or peculiarities of stones. Take those broken yesterday, or break new ones, and call on certain pupils to examine and say whether they are a simple or a mixed substance. Pass them round, that all may see. It will be easy to have a variety, and by all means have a piece of granite among the specimens. Call the attention of the pupils to the texture, whether *fibrous*, *granular* or in coarse but uniform grains, *amorphous* or in irregularly shaped and dissimilar grains, or so *compact* that the grains can not be distinguished. Ask whether crystalized or not, and have a few crystals of alum ready. Get a piece of mica, or as boys call it isinglass, to show the lamellar or leaf-like structure.

4. In the next lesson, the attention may be turned to the kind of fracture. Some stones appear even or smooth on the broken surface, some very rough and uneven; some break short off, as a cut nail does; some break with splinters; some break with circular ridges like those on clam shells, and this kind of fracture, called *conchoidal* or *shell-like*, may most easily be found in coal.

5. Next, the attention of the children may be called to the *color* of the stone. The outside of stones that have been exposed to the weather is often quite differently colored from the inside. The stones that have already been broken will show this. The outside for instance, may be yellowish or red and the inside black or white, blue or gray. This change of color is often caused by the particles of iron that make a part of many common stones, these particles rusting in the damp air. The surface of anthracite or hard coal is often beautifully iridescent or rainbow-like. Ad-

vise the pupils on their way home to examine the stones of the walls they pass to see how the weather has changed their color.

6. Next lesson may be devoted to the quality of hardness. This may be tested, 1st, by sending round a piece of quartz or flint with a piece of glass, that each may scratch the glass with the stone. Then send a piece of marble with another piece of glass, and ask the pupils to try to scratch it with their finger nails. Then send round a piece of plaster of Paris, and ask them to scratch that with their nails. The teacher may then say, here are three degrees of hardness, that which will scratch glass; that which will not scratch glass but cannot be scratched with the finger nail, though it may be cut with a knife; and that which may be marked by the nail. Perhaps this may be enough for two lessons.

7. Then the attention may be called to the smell or odor of minerals. Say that every stone that is composed in part of clay, if breathed on, will emit an odor of clay. Flint will not do so, but quartz, which is nearly the same as flint, may often be made to smell by being struck with a hammer. Send round a piece of clay stone, common slate perhaps, a piece of flint, and a piece of quartz with a hammer, for it must be smelled of immediately after the blow. Let them bring stones remarkable for their fractures, odor, hardness, color, &c.

These seven lessons, if they never have another in school, will open their eyes to the subject, and if the teacher selects the best specimens for the school cabinet, and recommends each pupil to begin a little cabinet of his own, it is possible that every such cabinet will prove a seed that will produce fruit, not only in the child's mind, but in the family to which he belongs. What is done with stones may be done with leaves, seeds, flowers, wood, or with the skulls, teeth, bones, skins and other parts of animals, &c. &c. If it be said this is requiring too much of the lowest class of Primary schools, it may be answer enough to say, it is what the Secretary proposes to teach them, and as he has not said how it should be done, we have just ventured to hint at a method which we have tried with success. But we must leave this digression and return to our Report.

In connection with lessons on visible and familiar objects, the Secretary says, "It will be necessary for the teacher to avoid, as far as may be, learned and scientific terms, and to guard against the temptation to *classify* objects after the manner of scientific books, instead of *grouping* them as they are found in nature. The horse, for example, should not, in such an exercise with children, be associated with the camel or zebra, but with the pasture, the carriage and the rider." We hardly know what to make

of this careless sentence, for however little knowledge may be given on any subject, we have always made it a point to give that little in something like system and order. We have no holy dread of a few technical terms, if they are well explained as often as they are used, but we certainly should class the horse with quadrupeds, rather than with carriages or men. The plan proposed by the Secretary is very much like that adopted in the system of reading and spelling now or lately used in the Primary schools of Boston, and approved by the former Secretary of the Board, and probably by the Board also. This system proposed to teach words before letters, the pronunciation of whole words before that of the elementary sounds; but the words to be pronounced, read, or spelled, were *grouped* without any regard to their real structure and scientific relations, and hence in the same spelling lesson we find *flue*, *rattan*, *latch*, *naughty*, *chatterbox*, *simpleton*, and others as dissimilar, for the children to pronounce without spelling, because, forsooth, they are *grouped*, as the Secretary would say, in a school-room; and *shoe*, *garter*, *wig*, *selvedge* and *petticoat*, because they are *grouped* somewhere else. The consequence is, the book has all the familiar words mixed up in perfect confusion, the knowledge acquired being no help to the knowledge to be acquired, and just such, it seems to us, will be the knowledge of things in the child's mind, if the course proposed by the Secretary is adopted. The horse must not be associated with the camel or zebra, but grouped with the pasture, carriage and rider, "*as they are found in nature!*" Now, we are of opinion, that the child may safely be taught, from the first, that the horse is related, *by nature*, to the zebra and the ass, but not to the camel, which is related to the cow and the sheep, by its stomach, teeth, feet, &c. The elements of knowledge may be imparted with a view to subsequent scientific instruction, although nothing may be said of this design. But, says the Secretary, "It is a mistake to suppose that, by advancing farther in the subjects of study, the pupils will be better fitted for the Grammar Schools. So far is *that* from being the case, *that* one of the greatest obstacles now thrown in the way of the latter is, *that* the pupils which enter them from the Primary schools, have skimmed lightly over so many subjects without being well grounded in any." The Secretary recommends the introduction of new subjects, the very ones that cause trouble afterwards, and he recommends their being taught irregularly and skimmed over lightly, and then condemns this course as "one of the greatest obstacles now thrown in the way of the Grammar Schools." We hope we do not misrepresent the Report, but, after recommending this grouping of horses and carriages and men "according to nature," and without regard to science, he

solemnly adds "The first things should be most cared for, because they give character to an interminable series proceeding from them. If education begins right, all is right; if it begins wrong, all is wrong. Therefore, for our purpose, we would change the old adage and say, 'All is well that *begins* well'."

What has been commented upon in this article relates only to the oral exercises of the Primary School; in our next, we shall examine what the Secretary has to say in regard to book instruction.

EXCERPTA CORRIGENDA.

"There must, therefore, be such a thing as political corruption possible."—*Boston Editorial*. [Such a thing as political corruption must, therefore, be possible.] It rarely happens that a sentence beginning with the word *there* is not improved by omitting it entirely.

"It is said that a bargain has been made between two political parties to vote for each *others* candidates. And *there* is no doubt *there has*."—*Same paper*. [It is said that two political parties have made a bargain to vote for each *other's* candidates, and no doubt it has been made.]

"When we compare the *present* facilities for imparting knowledge and scattering it throughout the land, *which we now possess*."—*Literary Almanac*. The word *present* is unnecessary. When we compare the facilities which we now possess, &c.

"The centre of the building is elevated and on *either* side are extensive wings."—*Philadelphia Journal*. The writer intended to say, that, on *each* side of the centre building was *one* wing, but besides the misuse of *either* for *each*, he has provided for an indefinite number of wings.

"Now, when any man expects me to interchange such scurrility with him, he is much mistaken."—*Congressional Debate*. He is not *mistaken*, but *mistakes*.

"There, on *either* side the town, were the mountains of St. Roch and Rupert, with some old monastic ruin, saddening in the sun."—*Bulwer*. It is difficult to say what the author means by this. *Of* is omitted improperly after the word *side*, and, whatever sense is attached to *either* it is impossible to say how the mountains stood in regard to the town, although the probability is that they stood on opposite sides, and not on which ever side of the town the spectator pleased!

"Leaping into the broad bosom of the Rhine comes many a stream and rivulet upon *either* side."—*Bulwer*. This *says* that many a stream leaps into the Rhine on each side, changing sides sometimes to suit themselves or the spectator, but it *means*, that several streams leaped in on one side or the other, but invariably on the same side.

"When I sleep, you must watch over them *instead of me*."—*Bulwer*. That is, *in my stead* and not *instead of watching over me*.

"I am often hungry of a night."—*Bulwer*. [*At night or a' nights* corrupted into *anights*. We believe of a night is not found in any standard author.]

In the five following sentences, from *Bulwer*, *ye* is used for *you*.

"On my head rest the peril if I deceive *ye*."

"So is he able to advise *ye* of the coming danger."

"So is he able to save *ye* from the foe."

"The bosom that is only filled with love for *ye* all."

"Therefore doth this evil menace *ye*."

"Morven went straight to the chamber of Darvan and *sat* himself down."—*Bulwer*. [*Set*.]

"And now in the *middest* night, a vast figure rose slowly from the abyss, and its wings threw blackness over the world."—*Bulwer*. *Middest* is a new superlative, and it is difficult to say what it means. It may be put for *darkest part*, but *mid-night* has reference to *time* and not to darkness.

"The fair long hair hung on *either* side of a countenance calm and pale."—*Bulwer*. The author did not mean that the hair shifted sides, but only that it was *parted*.

"She *lent* back in the carriage."—*Bulwer*. *Leant*, or, better, *leaned*. There is no excuse for making this verb irregular. *Meant*, for *mean*, is bad enough, but it conflicts with no other word as *leant* (pronounced *lent*) does. We hold it to be the duty of all grammarians, lexicographers, teachers and scholars, to favor every approach to regularity, and to frown upon every tendency to create new anomalies.

"The Senate commenced business at *twenty minutes of one*." Twenty minutes *to* one, we can understand; twenty minutes *before* one, we cannot mistake; but twenty minutes *of* one either means twenty minutes of the first hour, that is, twenty minutes past twelve, or it means twenty minutes after one, if, as the vulgar remark is, "it is always one till it is two." Twenty minutes *of* one is a new form of expression, and one that no teacher should tolerate for a moment.

In his last Report, the Secretary of the Massachusetts Board of Education says, "If the lesson of one day depends on that of

the day preceding, then the former cannot be successfully studied till the latter be well understood." The fault lies in making the word *former* relate to the *latter* lesson.

Last year, the Annual Message of our Governor contained a very singular example of words expressing the opposite of what the writer intended. The Governor said, "Massachusetts has no rank among the large States of this Union, derived either from population or extent of territory, but the time can never come when a million of well educated people shall fail to exert influence in every part of this ocean-bound republic. You can not expect to secure this desirable result by any other agency than the Common School." The only *result* mentioned is the "failure to exert influence," and this the Governor calls desirable!

Our predecessor in the editorial chair, in taking leave of his readers, said, "With a comprehensiveness of meaning that embraces both worlds, we wish our readers and friends, FAREWELL!" A young teacher inquired which, editor or readers, was to go to "the bad place?"

THE POPE AND THE INDIAN CHIEF.

A DIALOGUE.

In 1493, Pope Alexander VI, one of the most vicious of abandoned Popes, published a Bull or proclamation, in which, "Out of his pure liberality, infallible knowledge, and plentitude of apostolic power; in consideration of the eminent services of the Spanish monarchs in the cause of the church; and to afford them still wider scope for the prosecution of their pious labors" he formally gave them "all lands discovered or to be discovered, west of an imaginary line drawn from pole to pole, one hundred leagues west of the Azores and Cape de Verd Islands."

The Styx was an imaginary river over which it was necessary for the spirits of the dead to pass before they could enter the abode of the dead. The ferryman, Charon, required the small fee of one penny of every passenger, and some ancient nations, believing this fable, were careful to put a small coin into the mouth of every corpse before burial.

This Pope and an Indian Chief, meeting after death on the bank of the Styx, are supposed to have held the following dialogue while waiting for the boat.

Indian.—I am right glad to meet the man who, it is said, enslaved my country.

Pope.—Enslaved ! I christianized it.

I.—You gave my country to the Spaniard, when it was no more yours to give than Italy was mine.

P.—It was stipulated that the Gospel should be given you in return.

I.—We did not wish to pay so dearly for it. What is the Gospel without independence ?

P.—You all were heathen, and all lost. My purpose was to save you.

I.—To save ! From what ?

P.—From sin and death.

I.—Sin ! We knew not what it was till seen in you. And as for death, it has increased a thousand fold. The Indian knew of no such crimes as thou, the head of those who sell the Gospel, didst freely perpetrate. Methinks we might have given thee a Gospel with more reason.

P.—Thou speakest freely, but I must listen, for we all are equal here, and must be judged by the same law.

I.—No, not by the same law, but by the light we had.

P.—'Tis true, and all the light in you was darkness, when I gave the Western world to faithful men, who should instruct and save you.

I.—They did neither. The light they gave but blinded us, the instruction lay in bad example. Their tree of knowledge bore to us a fatal fruit.

P.—They did convert you.

I.—Yes, into gold, to glut their avarice.

P.—The Gospel was above all price.

I.—Even so, and all we had, land, goods and liberty did not suffice to purchase it ; it cost our lives.

P.—The Holy Spirit was made known to you.

I.—We judged of that but by its fruits in you. 'Twas not a holy spirit seized our lands, enslaved our race, and thinned our tribes, as war and pestilence and famine ne'er had done.

P.—All this ill was for the greater good. The end most fully sanctified the means. The evils you complain of were incidental to civilization.

I.—Better be uncivilized than to lose home, and equal rights, and all the charms of liberty and hope. The Indian's Great Spirit authorized no such injustice and oppression.

P.—You worshipped him in ignorance.

I.—'Tis true, but our poor service was sincerely offered, and received with due allowance for infirmity. Another spirit that

you brought was all material, and debased our race far more than all the natural sin you gave us credit for. This spirit took away our brain, destroyed our self-respect, unstrung the red man's bow, and dimmed his eye. You claim no merit sure or gratitude for such a gift.

P.—There is some show of reason in your tauntings. When I gave your land to the discoverers, I meant it for your good, but God hath ordered otherwise.

I.—The Indian does not do a wrong, and then attribute its result to the Great Spirit.

Enter CHARON.

Charon.—Who goes next in the boat?

I.—I go, provided he (*pointing to the Pope*) does not. I will not go where he goes.

C.—Where is your passage money?

I.—Here is a mite a widow gave me whom this wicked Pope burned at the stake for reading the Word of Life herself.

C.—'Tis well. And thou, (*to the Pope*) where is thy penny? (*The Pope gives a coin, and Charon, after examining it carefully, says*) Sure, this is counterfeit.

P.—'Tis St. Peter's pence, no coin so current on the earth.

C.—It is not current here.

P.—I have no other.

C.—The more 's the pity. How did'st thou obtain this?

P.—I took it of a sinner for the absolution that I granted him.

C.—Not only counterfeit, but gotten under false pretences! You can not go in the boat.

P.—I have some golden keys that upon earth opened or shut the gates of Heaven. Wilt take them for thy fee?

C.—False keys too! Sirrah, thou must be a rogue, or else appearances belie thee. Get thee gone! Let me not see thee on this bank again. Come, Indian, the Great Spirit waits thee on the other bank.

Action is that Lethe in which alone we forget our former dreams, and the mind that seeks to conquer regret, must leave itself no leisure to look behind. Who knows what benefits to the world may have sprung from the sorrows of the benefactor! As the harvest, that gladdens mankind in the suns of autumn, was called forth by the rains of spring, so the griefs of youth may make the fame of maturity.—*Bulwer.*

PRIDE.

CHARLES SWAIN.

Though Pride may show some nobleness,
When Honor 's its ally,
Yet there is such a thing on earth
As holding heads too high!
The sweetest bird builds near the ground,
The loveliest flower springs low,
And we must stoop for happiness,
If we its worth would know.

As water may encrust the rose,
Still hardening to its core,
So pride encases human hearts
Until they feel no more.
Shut up within themselves they live,
And selfishly they end
A life, that never kindness did
To kindred, or to friend; —

Whilst Virtue, like the dew of heaven,
Upon the heart descends,
And draws its hidden sweetness out,
The more, as more it bends;
For there 's a strength in lowliness
Which nerves us to endure, —
A heroism in distress,
Which renders victory sure.

The humblest being is born great,
If true to his degree; —
His virtue illustrates his fate,
Whatever that may be.
Thus let us daily learn to love
Simplicity and worth,
For, not the eagle, but the dove,
Brought peace unto the earth.

In the ignorant, nature is above art; in the educated, art predominates over nature. The savage worships every thing, the philosopher nothing.

Great threats move only the timid and simple. Blustering winds do not blow down oaks.

INTEREST.

We cheerfully insert the following communication modestly presented by one of our subscribers. His method of computing interest is a very snug one, and far better than those found in scores of our arithmetics. ED.

TO COMPUTE INTEREST AT 6 PER CENT.

Divide any given sum in dollars by 100,* and the figures will express the interest on the sum for two months.

Example.

The interest on \$20, for two months, is .20
 " " " 44, " " " " .44
 " " " 88.50, for two months, is .885

The interest thus given for 60 days, may be increased to any number of months; and for days, take such parts of the interest for *sixty days*, as the days required are aliquot parts of 60.

$\frac{1}{60}$	equals	1 day's interest.	$\frac{1}{6}$	equals	10 days' interest.
$\frac{1}{30}$	"	2 " "	$\frac{1}{5}$	"	12 " "
$\frac{1}{20}$	"	3 " "	$\frac{1}{4}$	"	15 " "
$\frac{1}{15}$ or $\frac{2}{30}$	"	4 " "	$\frac{1}{3}$	"	20 " "
$\frac{1}{12}$	"	5 " "	$\frac{1}{2}$	"	30 " "
$\frac{1}{10}$	"	6 " "			

If the given sum be divided by 1000,* the figures will express the interest for 6 days, which may be conveniently used, when the given time is less than one month. Increase or diminish the interest, found as above, in proportion as the given rate is more or less than 6 per cent.

E. W. C.

We are induced to add the outline of another method which, after a little practice, will be found convenient.

100 months being equal to 50 per cent. or half the principal,
 200 months equal the whole of it.

* To divide by 100 it is only necessary to remove the decimal point two figures towards the left. 6000 days interest being equal to the principal, 6 day's interest is 1-1000 of the principal. To divide by 1000, remove the decimal point three figures towards the left, supplying ciphers if there are not three figures; thus, \$25 divided by 1000 = .025.

Interest for 200 months being equal to the principal,							
" " 100 " is	"	"	$\frac{1}{5}$	the principal.			
" " 50 " "	"	"	$\frac{1}{10}$	"	"		
" " 40 " "	"	"	$\frac{1}{25}$	"	"		
" " 25 " "	"	"	$\frac{1}{40}$	"	"		
" " 20 " "	"	"	$\frac{1}{50}$	"	"		

From these aliquot parts of 200 months the interest for any number may easily be found.

The interest for *days* is found very nearly as in the above communication. 200 months being $2\frac{2}{3}$ of 1 per cent., or $\frac{100}{1000}$, are equal to the principal. 2 months, or 60 days, are $\frac{1}{100}$ of 200 months, and 6 days are $\frac{1}{10}$ of $\frac{1}{100} = \frac{1}{1000}$ of the principal. The aliquot parts are the same as given by E. W. C. We confess that we are partial to the method of Warren Colburn as given in his Sequel. He reduces the time to a decimal expression, and multiplies the principal by it. The decimal expression of 4 years 7 months and 6 days, for example, being

For 4 years,	.24
" 6 months,	.03
" 1 "	.005
" 6 days,	.001
	<hr/>
	.276

We allude to this method because Colburn's Sequel has been thrust out of many of our schools to make room for very inferior books. When School Committees are qualified to judge of books, or acquire courage enough to say NO to book agents, Colburn's Sequel and First Lessons will be restored to the schools in spite of the Board of Education.

There are two lives to each of us, gliding on at the same time, scarcely connected with each other, the life of our actions, the life of our minds; the external and the inward history; the movements of the frame, the deep and ever restless workings of the heart. They who have loved know that there is a diary of the affections, which we might keep for years without having occasion even to touch upon the exterior surface of life, our busy occupations, the mechanical progress of our existence,—yet by the last are we judged, the first is never known. History reveals men's deeds, men's outward characters, but not *themselves*. There is a secret self that hath its own life "rounded by a dream," unpenetrated, unguessed."—*Bulwer*.

ANALYTICAL PARSING.

It would be amusing, were it not a cruel sport, to see the attempts which are made to teach what is called Grammar, in our Common Schools. When this study was first introduced into this country, it was unconnected with any exercise in speaking or composition. Then Murray's Exercises were used. But, in time, it was seen that practical exercises, as they were called, were of little use, because prepared with a view to technical grammar, which is about as well adapted to the common intercourse of life, as taking strokes according to rule on a parlor carpet is to the art of swimming in the water, and by general consent the old method was thrown aside, and what is called the new method of teaching by Analysis was introduced about the same time, by the Grammar books of Tower, Weld and Greene. And, as happens to important inventions, there was a dispute about the honor, Weld accusing Greene of making free use of his materials; Greene accusing Tower of using his; and Tower defending himself by honestly declaring that all were common thieves from a Greek Grammar which, being imported, was open to all alike. It might be allowed that this analysis is better than the old method, if the old one be discarded, but, unluckily, the authors above named retain the old system, and make the analysis an appendix to it, or the old system, nomenclature, syntax and all, an appendix to the analysis.

By this arrangement, therefore, the labor of the poor child has been doubled, for he must now learn that the nominative case is not only the nominative but the subject also; that the verb is also a predicate, the preposition a connective, &c. &c. We have yet to learn that there is any probability of the child's writing or speaking more fluently and correctly by doubling the nomenclature, and calling one clause a modifier of something, and another clause an adjunct of something else, and then explaining these terms by describing what adjectives, adverbs and prepositions are, and giving the old rules of syntax.

And yet our Board of Education, and most of our School Committees and teachers, think this is all a wonderful improvement, and one of the authors is hired at the public expense to preach it through the State. These wise bodies have yet to learn that PRACTICE in speaking and writing is the only way to learn English; that the lessons should commence in the nursery; that Conversation should be taught in our schools, and that a teacher should be examined in regard to his ability to converse, write and pronounce our language, his knowledge of words and their meanings, rather

than in regard to his knowledge of technical terms, which are no more necessary to the correct use of language than a knowledge of the names of our letters is necessary to the correct pronunciation of them in reading and orthography. In a few years the mare's egg will prove to be that of a goose, and the Board and all its dependents will strike off in another direction, and raise another cloud of dust, instead of coming to the only true method of teaching English to English children, viz,—practice, practice, practice. If any Grammar book is used, it should be one that is truly and purely English, and such a one may be taught in three weeks, better than Murray's or Greene's, or any other on Murray's or the Analytical plan, can be taught in three years.*

We have been led to make these remarks in consequence of attending an examination where we and others were to be overwhelmed with an exhibition of Analytical parsing. The sentence was "The telegraphic wire is a new medium of transmitting intelligence." What is the subject? asked the teacher. *Ans.*—It does not say, probably the latest news. *Q.*—What is the technical subject, the next? *A.*—Wire. *Q.*—What is the grammatical subject? *A.*—The telegraphic wire. *Q.*—What is the predicate? *A.*—Is. *Q.*—What says the next? *A.*—"Is a new medium." *Q.*, *by a visitor.*—What part of speech is a predicate? *A.*—A verb. *Q.*, *by the same.*—Is *is a new medium* a verb? *A.*—No, sir. *Q.*, *by the teacher.*—What is the clause "of transmitting intelligence"? *A.*—An adjunct. *Q.*, *by the visitor.*—What is the meaning of the word adjunct? *A.*—An object governed by a preposition. *Vis.*—But if I say a salary is an adjunct to an office, what does the word adjunct mean? *A.*—"To an office" is the adjunct. *Vis.*—My young friend, what is the meaning of the words "telegraphic wire"? *A.*—Wires that run along the railroads. Wires that tell the news. *Vis.*—What is meant by a medium. *A.*—Don't know, unless it is one who talks with spirits. *Vis.*—What is meant by "transmitting intelligence"? *A.*—Don't know exactly, it can't mean analysis.

This is a fair specimen of the new system, and when we can afford the time, working for nothing, as we do, we intend to take up this boasted analysis, and show to what a miserable waste of time it leads. We call it "*playing fish.*"

Charity is the widow's cruse that increases by being poured out.

*Our translation of Wallis's English Grammar, the first that ever was published, is the only purely English Grammar to be found. We have no pecuniary interest in it, but will procure and send it, free of postage, to any one for twenty five cents.

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